

B M S T E P S

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Warning

Poor choices have been made.

- Remind the child of school/class rules and give them the opportunity to turn their behaviour around.

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Time to reflect

Poor behaviour has continued

- Give the child a moment to one side or outside of the class to reflect on their behaviour / calm themselves.
- Have a restorative discussion - what were outcomes of their behaviour and how can they make things better?
- Agree on a suitable consequence, should that be necessary.

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Assistance

Things haven't improved

- Seek assistance from a more senior member of staff.
- The child will need further reflection/calming time to unpick behaviour and mitigate impact on other learners
- A consequence should be agreed on.

POSITIVE BM

All children wish to belong, achieve and contribute to their school, family and community.

In classes where behaviour management is poor, disruptive pupils can end up getting a disproportionate amount of attention from the adults in the room. This creates an unhealthy dynamic which incentivises poor behaviour.

The relational approach is the foundation on which our approach is built upon; we look for opportunities to create positive conditions allowing us to invite the student to do what we are asking them to do.

A challenging situation provides a way to build stronger relationships through trust and understanding.

We want students to be safe, have fun and engage in their learning. Sometimes we will not be able to give students what they want but we work very hard to ensure that we give them what they need.

Our approach towards positive behaviour management focuses on building successful behaviour for learning, motivating the learner and preventing unwanted behaviours.

Positive behaviour management is not about ignoring poor behaviour as this will backfire in the long run. Instead, it is about teaching pupils expectations, noticing and highlighting good behaviour and correcting pupils in a positive and constructive way that is less likely to trigger argumentative responses.

Top tips:

- Start each session by greeting your class positively.
- Expect the best, don't anticipate the worst - don't create a self-fulfilling prophecy.
- Frame what you say in a positive light - "Walk calmly and sensibly around the classroom." Rather than: "Do not run."
- Don't make accusations or criticise.
- Suggest a positive alternative to misbehaviour - Pupils often respond better when they feel that they have made the choice to do so.
- Use positive praise of individuals to motivate the whole group.
- Rewards rather than sanctions where possible.
- See completion of targets as a chance to give a reward - Rewards can take many forms, including simple and clear praise. When issuing other rewards, you should use the school/class's agreed reward system as this will be familiar to the pupils and should be easy to apply consistently.

Individual classes:

Our goal is to develop an intrinsic desire to behave positively. However, individual classes may enhance the behaviour of students by including reward systems. These should be used for those that are demonstrating standards above the norm and sparingly, so children don't become expectant of rewards or risk undermining their intrinsic motivation.

Restorative conversation prompts:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?